Syllabus

Course Overview

As a special education professional, you serve two roles for students with disabilities. First, you are an educator. Second, you are a member of a multidisciplinary team responsible for the provision of special education services and supports to these students. The individualized educational program (IEP) team engages in tasks such as identification, screening, instructional planning, and progress monitoring for students with disabilities. Your role on the IEP team is unique, for you are responsible for decision making and for providing oversight for any team decisions. Understanding the purpose and significance of assessment and academic planning is vital to your success as a special educator.

This course will help you learn about assessment and planning to help you serve as an educator of students with disabilities and as a central stakeholder on an IEP team.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Apply pre-referral and screening, determination for special education eligibility, and monitoring to design, implement, and improve programs, supports, and services for students with disabilities.

2   Apply relevant, valid assessment instruments, methods, and nonbiased procedures to evaluate individual students and programs.

3   Collect data to monitor learning progress in the general education curriculum and on IEP goals.

4   Apply Response to Intervention (RtI) strategies and policies to minimize bias in assessment and placement.

5   Evaluate a child's IEP to determine if the plan meets a child's needs.

Course Prerequisites

This course requires access to a P–12 classroom or educational stakeholders in a P–12 school or district.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Pierangelo, R. A., & Giuliani, G. A. (2017). *Assessment in special education: A practical approach* (5th ed.). Boston, MA: Pearson. ISBN: 9781323799505.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Nisbett, R. E. (2014). What teachers need to know about IQ. *Education Digest*, *79*(7), 4–14.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Council for Exceptional Children. (n.d.). Retrieved from https://www.cec.sped.org/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- McGill, R. J., & Busse, R. T. (2017). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology, 21*(1), 10–18.
- Mcgill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW model. *Learning Disability Quarterly, 39*(3), 159–170.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (2013). Summary of the HIPAA Privacy Rule. Retrieved from https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Projects

Project ›› Assessment and Planning for Students with Disabilities Project

Project Overview

The assessment and planning process is critical for the successful education of students with disabilities. This course project will allow you to demonstrate your:

- Knowledge of assessment, placement, and planning procedures.
- Ability to evaluate and apply the information acquired from various assessments.
- Ability to effectively communicate with all stakeholders involved in the education of a child with disabilities.

Your course project will culminate with the final two assignments that are part of your course project. You will design an IEP for a student you select. The IEP is a central tool in special education with assessments playing a critical role in their formulation. As a special educator, you are expected to develop and implement IEPs for each of your students.

The last assignment in your course project will be to summarize and reflect on all that you have learned about the special education assessment and planning process.

Here are brief descriptions of the five assignments included within your course project. Refer to each specific assignment for more detailed instructions.

Unit 3: Student Pre-Referral, Referral, and Early Interventions Assessment Report

For your first project assignment, you will draft a pre-referral, referral, and early interventions assessment report for a student. You will be asked to select a student in your classroom or school district to whom you have access. You will be working with this same student throughout this course.

The prerequisite for this course is that you have access to a P–12 classroom or educational stakeholders in a P–12 school or district. In the unlikely event that you do not have access to a student in your school or district, please consult with your faculty member as quickly as possible to arrange an equitable, alternative assignment.

The goal of this assignment is to gather and organize in writing various assessment outcomes. Your future IEP team will rely on these reports to make a collective decision on the identification and service placement for a student with potential or existing disabilities.

Unit 4: Administer Curriculum-Based Measurement (CBM) and Report Results

For this assignment, you will investigate the curriculum-based measurement (CBM) approach. This approach is an academic assessment that monitors students' responses to instructions. Other purposes for CBM include goal development and attainment for those students on an IEP. Teachers also may use CBM as a way to track the effectiveness of the overall curriculum and their instruction.

Once you have administered the CBM on your chosen student, you will score, interpret, and report your findings. You will conclude this assignment by reporting your assessment outcomes, instructional changes, and monitoring plan for a targeted skill.

Unit 6: Identifying Students With Learning Disabilities

As a special education teacher, your student population will have a higher number of students with learning disabilities compared to other prevailing conditions. You need to be familiar with the process for identifying **all** disabilities, but, in particular, you need to be familiar with the specific steps for identifying **learning disabilities**. Additionally, it is important that you recognize the types of learning deficits that may be erroneously labeled as a disability.

To demonstrate your competency in accurately identifying students with learning disabilities, you will prepare a concept map or flow chart that shows each step in the learning disabilities identification process. After that, you will draft a three- to five-page paper in which you will elaborate on each step in the process. Assume your narrative is informing an IEP team participant about the steps that will be taken to accurately identify a student with disabilities. You will also need to provide your rationale for taking these steps.

Unit 9: IEP Development

An IEP is the heart of a team's educational planning for a student with learning disabilities. It is the final step in providing an academic direction along with safeguards called accommodations and modifications. These safeguards ensure that the student has access to support and services within grade level curriculum and state standards.

For the IEP assignment, you with create two IEP goals for your student along with supporting accommodations, modifications, and benchmarks. To do this, you will have to draw on:

- Multiple sources of data you collected during this course.
- All assignment components.
- Your knowledge of learning disabilities, assessments, and the planning process.

Unit 10: Final Comprehensive Report

During this semester, you will have learned that a learning disability is a complex disorder that is not always easy to identify in a student. You will have learned that children with these disabilities are often in the average to above average intelligence range. Yet, they have difficulty learning. Through readings, discussions, and assignments, you will learn about each step in the learning disability identification process. You will also learn about the IEP team's role in this assessment, monitoring, and planning process.

For this concluding semester assignment, you will prepare a comprehensive report that requires you to synthesize key information you learned from completing assignments in Units 3, 4, 6, and 9. Finally, you will conclude your report by reflecting on the key lessons you learned about the assessment, monitoring, and planning process for students with disabilities.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Education Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

Project Components

Activity	Grade Weight (%)
u03a1 - Student Pre-Referral, Referral, and Early Interventions Assessment Report	20
u04a1 - Administer Curriculum-Based Measurement (CBM) and Report Results	15

Activity	Grade Weight (%)
u06a1 - Identifying Students With Learning Disabilities	15
u09a1 - IEP Development	10
u10a1 - Final Comprehensive Report	10

Unit 1 ≫ Special Education Identification Regulations

Introduction

Most schools today provide a systematic response to student needs. Students who struggle in the general education setting often receive a referral for remedial services or special education testing. This testing has changed substantially from special education's early years. Previously, many schools operated under the assumption that students who could not function at an average level in the general setting most likely had a learning disability.

Legal mandates resulted in two major shifts in how schools view learning disabilities. The first legal mandate discontinued the use of IQ testing as a stand-alone factor in determining student ability. The second legal mandate endorsed the use of the RtI approach. With this approach, educators need to consider student ability and instruction effectiveness when determining whether there is a learning disability.

With these shifts, special education professionals have a new direction in the way they identify students who are eligible for special education services and supports. More importantly, classroom instruction and the student have accountability for student learning.

In this unit, you will learn about these changes and others which directly affect the special education referral and assessment process. You will also learn much more about RtI's role in special education and its impact on classroom instruction. Educating yourself about these changes that directly impact your field will enable you to apply these new theories and practices to your work with students with disabilities.

Learning Activities

u01s1 - Studies

Readings

Use your textbook *Assessment in Special Education: A Practical Approach* by Pierangelo and Giuliani to complete the following:

- Read Chapter 1, "Introduction to Assessment," pages 3–17.
    - This chapter explains the purpose of assessment in special education. It also introduces you to key assessment-related definitions. You will also learn about federal legislation governing special education and individuals with disabilities.
- Read Chapter 5, "Response to Intervention (RtI)," pages 53–63.
    - This chapter, which is the first of the final chapters in Part 2 of your textbook, introduces you to the special education process. Specifically, you will read about RtI, which plays a critical role in the referral or non-referral of children for evaluation of suspected disabilities.

u01s1 - Learning Components

- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.
- Explain due process, data privacy, procedural safeguards, and legal and ethical requirements during the pre-referral, referral, and evaluation process.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Identify the role of RtI and its steps within the disability identification process.

u01s2 - Course Project Preparation

Course Project Preparation

The assessment and planning process is critical for the successful education of students with disabilities. Your course project will allow you to demonstrate your:

- Knowledge of assessment, placement, and planning procedures.
- Ability to evaluate and apply information acquired from various assessments.

- Ability to effectively communicate with all stakeholders involved in the education of a child with disabilities.

Your course project consists of five assignments spread throughout the quarter. They include:

1. Unit 3: Student Pre-Referral, Referral, and Early Interventions Assessment Report.
2. Unit 4: Administer Curriculum-Based Measurement (CBM) and Report Results.
3. Unit 6: Identifying Students With Learning Disabilities.
4. Unit 9: IEP Development.
5. Unit 10: Final Comprehensive Report.

This week, begin to:

- Familiarize yourself with these five assignments.
- Note the units in which they are due.
- Select a student in your classroom or school district to whom you have access. You will be working with the same student throughout this course.

Notes Regarding Student Selection:

The child you select must have:

- A mild to moderate disability.
- A current IEP on file.
- Academic problems in school.

You will want to:

- Consider selecting a student in the elementary grades as you will be investigating how the student was initially referred and evaluated for special education services. Those records are most readily available earlier in the process.
- Obtain written permission from the student's parent or guardian to access the student's records and conduct assessments and observation on the student for your course project.
- Consult with your faculty member as quickly as possible to arrange an equitable, alternative assignment if you do not have access to a student in your school or district as required in the course prerequisite.

u01s2 - Learning Components

- Explain the referral process for a student with suspected disabilities, including the team members involved in the process along with their purpose and role.
- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.
- Identify key roles of the multidisciplinary team, including parents.
- Explain due process, data privacy, procedural safeguards, and legal and ethical requirements during the pre-referral, referral, and evaluation process.
- Identify the learning disability identification steps.
- Analyze the referral and monitoring process for strengths and limitations.
- Identify accommodations for a specific IEP goal.
- Analyze various achievement tests, including their purpose.
- Identify IDEA 2004 core changes relating to the IEP.
- Differentiate among the most common types of reliability and validity used in special education.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate achievement testing's strengths and weaknesses.
- Identify IDEA changes affecting goal writing, specifically in terms of progress in the general education curriculum.
- Differentiate between a learning disability and a learning deficit.
- Analyze the strengths and limitations of the disability identification process.
- Identify the role of RtI and its steps within the disability identification process.
- Evaluate IQ testing's strengths and weaknesses.
- Identify modifications for a specific IEP goal.
- Interpret achievement test scores.
- Interpret the parts of the IEP.
- Analyze strengths and limitations in the IEP's ability to meet a child's specific learning needs.
- Recognize IEP components.
- Write effective IEP goals.
- Determine adherence to the learning disability identification process for a student.

u01s3 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you because you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Introductions

Introduce yourself to your fellow learners. Share what drew you to this course and the special education field. Also, briefly describe the student you plan to work with throughout the course. Be mindful of confidentiality; please use a pseudonym.

Response Guidelines

Respond to at least two fellow learners. Share similarities or differences about your backgrounds and your chosen students with your peers.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Select a student for your course project.

u01d2 - State-Specific Special Education Regulations

In this discussion, determine the special education regulations that apply to your state. In addition to describing the regulations, answer these questions:

- What is the legal basis for these regulations and professional practice standards?
- What steps help to ensure that schools satisfy all legal and ethical requirements, such as due process, data privacy, and procedural safeguards during the pre-referral, referral, and evaluation process?
- What do you think the special education assessment process was like prior to the existence of these legal regulations and professional standards?

You can use the Course Research Guide and Legal Research: School of Education linked in the resources for this research.

Response Guidelines

Respond to two of your peers. Comment on the similarities between special education regulations from state-to-state. Where are the differences? What questions arise for you about any differences you uncover?

Course Resources

Graduate Discussion Participation Scoring Guide

ED5706 Course Research Guide

Legal Research: School of Education

u01d2 - Learning Components

- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.
- Explain due process, data privacy, procedural safeguards, and legal and ethical requirements during the pre-referral, referral, and evaluation process.
- Identify the role of RtI and its steps within the disability identification process.

Unit 2 ⟩⟩ The Referral Process

Introduction

A team of experts determines a student's eligibility for special education services and supports. Early in the referral process, the team performs all of these tasks:

- Collects data about the student.
- Determines appropriate assessments.
- Develops early instructional interventions.
- Creates an overall evaluation designed to provide multiple levels of support to meet the student's needs.

If the team determines the student is eligible for special education services, it will work with the parents to prepare a plan that includes specific, attainable educational goals.

As a special educator, you need to understand each role of the multidisciplinary team that contributes to this process. You also need to be familiar with all steps in the assessment process along with the sequence in which the team will take these steps. For example, as you learned in the previous unit, legal mandates require team members to consider a number of contributing factors during the eligibility process. No longer can teams rely solely on IQ testing to determine a student's eligibility for special education services and supports.

In this unit, you will examine all the roles of the multidisciplinary team. You will also learn about how each role contributes to each step in the referral process. Finally, as you consider the contributions of Child Find and Universal screening to the pre-referral, referral, and evaluation process, you will have a clear picture of the steps necessary to determine a child's eligibility for special education services and supports.

Learning Activities

u02s1 - Studies

Readings

Use your textbook *Assessment in Special Education* by Pierangelo and Giuliani to complete the following:

- Read Chapter 6, "The Child Study Team and Prereferral Strategies," pages 67–78.
  - This chapter introduces the child study team and its purpose. It also explains RtI's role in the assessment process. Finally, you will also learn about various pre-referral strategies in this chapter.

- Read Chapter 7, "The Multidisciplinary Team and Parental Participation in the Assessment Process," pages 79–94.
  - In this chapter, you will learn about each IEP team member's role and purpose in the pre-referral and referral process.

u02s1 - Learning Components

- Explain the referral process for a student with suspected disabilities, including the team members involved in the process along with their purpose and role.
- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.
- Identify key roles of the multidisciplinary team, including parents.
- Identify the role of RtI and its steps within the disability identification process.

u02s2 - Assignment Preparation

Assignment Preparation

Your first course project assignment is due next week. This assignment will ask you to collect and analyze a variety of assessment information and other data about your student. In the report, you will write your findings and you will determine how effectively your student's multidisciplinary team adhered to the pre-referral, referral, and evaluation process. Based on your analysis, you will also make recommendations about classroom instruction and overall academic progress.

This organization is dedicated to the education and overall advancement of children with disabilities. The online site will be a valuable resource as you pursue your professional goals in special education.

If you have not already done so:

- Familiarize yourself with the specific assignment instructions in Unit 3.
- Begin collecting information about your student and start analyzing the data.
- Start writing your five- to seven-page report of your findings and recommendations.
- Access the Writing Feedback Tool for helpful writing information.

u02s2 - Learning Components

- Explain the referral process for a student with suspected disabilities, including the team members involved in the process along with their purpose and role.
- Select a student for your course project.
- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.
- Identify key roles of the multidisciplinary team, including parents.
- Explain due process, data privacy, procedural safeguards, and legal and ethical requirements during the pre-referral, referral, and evaluation process.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Identify the role of RtI and its steps within the disability identification process.

u02d1 - Child Find, Universal Screening, and Early Intervention

In the previous unit, you have investigated your state's legal requirements for the pre-referral and referral process. Specifically, you examined information about Child Find, Universal Screening, and Early Intervention. Using the information you gathered, identify and describe the main policies regarding these efforts in your state.

Response Guidelines

Respond to two peers. What similarities are evident between your peer's state and yours? What are the differences? How will this inform your work as a special educator?

u02d1 - Learning Components

- Describe how to meet the requirements of Child Find, the Universal Screening process, and pre-referral interventions.

u02d2 - The Multidisciplinary Team

You read about the members of the multidisciplinary team on page 81 of your textbook, *Assessment in Special Education*. These team members include individuals from the school, community, and family. Once the team receives a formal referral, it will begin the identification process.

Choose four team members from the list provided in your textbook. Answer these questions in your post:

- What information will each team member provide?
- For which assessments, if any, will each team member assume responsibility?
- What role will the family play in the identification process?

Response Guidelines

Respond to two of your peers. Be sure to address these questions in your comments:

- What other role do you think your peer might want to consider that is not listed in the textbook? Why do you think it needs to be considered?
- Which roles on your peer's team appear to carry more emphasis? Which ones carry less? What are the implications of this to special education practice?

u02d2 - Learning Components

- Explain the referral process for a student with suspected disabilities, including the team members involved in the process along with their purpose and role.
- Identify key roles of the multidisciplinary team, including parents.

Unit 3 ▸▸ Identifying Students With Disabilities: Appropriate Assessments

Introduction

In addition to changing the way schools determine a student's eligibility for special education services and supports, legal mandates have also changed the way educators teach. Today's special educators need to incorporate all of the following into their teaching: scientifically-based classroom instruction, tiered instruction, and ongoing student assessment.

In Unit 1, you learned that RtI provides a framework that supports these new requirements. The RtI model uses curriculum-based measurement (CBM), or other similar assessments. This type of assessment helps teachers evaluate their students' progress and instruction's effectiveness. Accurately evaluating student's progress and instructional effectiveness is especially important when determining eligibility for a student with learning disabilities. Applying CBM enables teachers to determine how they need to adjust their instruction. Alternate instructional strategies may facilitate a student's

learning. Adjusting the instruction could potentially decrease the number of students identified with learning disabilities. Instead, the student may be more appropriately identified as having a learning deficit.

In this unit, you will learn about the components of CBM and how to apply this tool in your work as a special educator. You will also learn about other assessments you may use inside and outside the classroom. Specifically, you will examine the validity and reliability of the most common assessments used in the special education field.

Learning Activities

u03s1 - Studies

Readings

Use your textbook *Assessment in Special Education* by Pierangelo and Giuliani to complete the following:

- Read Chapter 2, "Methods of Assessment and Testing Considerations," pages 17–30.
  - This chapter introduces you to the considerations you need to keep in mind when selecting appropriate assessments to use in your work with students with disabilities.

Article Search

Use the Capella University Library and Course Research Guide to search for a current journal article (published within the last five years) on validity and reliability in special education assessments.

Optional Reading

You may find the following **optional** readings useful as the authors raise questions about the validity and reliability of current cognitive tests for students with disabilities:

- Read McGill, R. J., & Busse, R. T. (2017). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology, 21*(1), 10–18.
- Read Mcgill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW model. *Learning Disability Quarterly, 39*(3), 159–170.

u03s1 - Learning Components

- Evaluate student performance on the CBM target skill.
- Provide examples of CBM protocols and data tools.
- Differentiate among the most common types of reliability and validity used in special education.
- Recognize CBM steps.

u03s2 - Assignment Preparation

Assignment Preparation

Your second assignment in your course project is due next week. This assignment will ask you to administer CBM and report the results. Based on your student's current curriculum, you will create a probe for the student's grade level and target skill. You may choose any subject area, but probes are most common in areas, such as math, reading, and writing.

Your next step will be to monitor student performance on the target skill, graph the results, and then make recommendations for the student's goals and your instructional strategy based on the results. If you have not already done so:

- Familiarize yourself with the specific assignment instructions found in Unit 4.
- Analyze your student's curriculum for potential probe ideas.
- Begin conducting your probe according to the frequency and interval you selected.
- Consider how you will graph the student's results and draft your recommendations.
- Access the Writing Feedback Tool for helpful writing information.

- Evaluate student performance on the CBM target skill.
- Provide examples of CBM protocols and data tools.
- Recognize CBM steps.

u03a1 - Student Pre-Referral, Referral, and Early Interventions Assessment Report

Assignment Description

For this assignment, select a student in your school or classroom to whom you have access. Consider selecting a student in the elementary grades as you will be investigating how the student was initially referred and evaluated for special education services. Those records are most readily available earlier in the process. You will select the same student throughout the course to complete your project.

The child you select must have:

- A mild to moderate disability.
- A current IEP on file.
- Academic problems in school.

Note:

- Be sure to obtain written permission from the student's parent or guardian to access the student's records and conduct assessments and observations on the student for your course project.
- Remember to remove any identifying information about your selected student.
- If you do not have access to a student in your school or district as required in the course prerequisite, please consult with your faculty member as quickly as possible to arrange an equitable, alternative assignment.

Assignment Instructions

Write a 5–7 page paper using the following steps:

1. **Identify the following information in the data you have collected:**
    - The student's involvement in the Child Find Process, Universal Screening Process, and Early Interventions.
    - The required pre-referral intervention procedures that were implemented.
    - The parties involved in the assessment and the value they added to the process. This may include medical and educational professionals.
    - The background information required from all key stakeholders, including family members and previous teachers.
    - The assessments used.

2. **Evaluate the information you have identified to answer the following questions:**
    - How effectively were due process, data privacy, procedural safeguards and legal or ethical requirements met during the pre-referral, referral, and evaluation process?
    - How would you use and integrate the data collected during the pre-referral and early intervention stages? How would that data allow for informed decisions?
    - How do the assessments and data collected inform classroom instruction and overall academic progress?
    - How might you use assessment information and data to decide how and when the student should participate in district-wide and state-wide assessments?
        - **Note:** You may consult the Writing Feedback Tool for information on writing.

3. **Review the complete scoring guide for this assignment:** Student Pre-Referral, Referral, and Early Intervention Assessment Report.
4. **Submit to the assignment area your completed Student Pre-Referral, Referral, and Early Intervention Assessment Report in APA format**.
5. **Add your assignment to your ePortfolio**. The Online ePortfolio Guidelines provide information about how to add artifacts to your ePortfolio. You will find these guidelines under Resources.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information. You will find this tool under Resources.

Course Resources

ePortfolio

APA Style and Format

Online ePortfolio Guidelines

u03d1 - Curriculum-Based Measurement

Assessments, such as curriculum-based measurement (CBM), give teachers a glimpse into how their students are doing and how well they are acquiring the knowledge and skills they have been taught. Because of its effectiveness in measuring a student's specific academic progress, many special education professionals use CBM during the referral process to track a student's progress toward grade level ability. In your post, respond to these questions:

- What are the reading progress monitoring steps?
- What steps will you follow to collect data?
- How will you ensure you have appropriate passages to use in your assessment?
- What resources will you use to create passages to monitor progress?
- How will you determine an appropriate measurement level?
- What scoring guide might you use?

Response Guidelines

Respond to **one** of your peers. In your comments, consider what your peer appears to find most valuable about CBM. Offer suggestions about how your peer might integrate the approach in his or her classroom. Which approaches did your peer identify that you would want to try in your classroom?

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Evaluate student performance on the CBM target skill.
- Provide examples of CBM protocols and data tools.
- Recognize CBM steps.

u03d2 - Assessment Validity and Reliability

According to federal law, tests administered as part of the special education identification process must be valid and reliable. As a result, evaluators and other IEP team members must ensure that appropriate tests are administered to students. These tests need to have a specific purpose and goal. They must also be valid and reliable.

As a special education teacher, you may not administer **all** tests. You do, however, need to be familiar with the intent of any test used to identify students with learning disabilities.

In your post, please respond to the following:

- What are validity and reliability?
- What are the most common and important types of **validity** measures used in special education assessment?
- What are the most common and important types of **reliability** used in special education assessment?
- Which assessments were you already familiar with?
- Which assessments does your district use?
- Which assessments were new to you? What did you find of interest about them?
- What improvements would you like to see your district implement in the way it administers special education identification assessments?

Response Guidelines

Respond to two of your peers in one of these ways:

- Ask a probing question.
- Offer a suggestion.

- Elaborate on a particular point with an example.
- Provide an alternative opinion.

Graduate Discussion Participation Scoring Guide

u03d2 - Learning Components

- Analyze various achievement tests, including their purpose.
- Differentiate among the most common types of reliability and validity used in special education.
- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate achievement testing's strengths and weaknesses.
- Evaluate IQ testing's strengths and weaknesses.
- Interpret achievement test scores.

Unit 4 ❯❯ What Is a Learning Disability?

Introduction

A learning disability is often described as the inability to process information. This, in turn, limits a person's ability to learn. For people with learning disabilities, the way their brains process information is compromised. This makes it difficult for learners to understand and apply information.

Learning disabilities is a broad term that generally encompasses reading, writing, and mathematics. Special education services help to ensure that students with learning disabilities acquire the skills they need to compensate for their disabilities. As a special educator, one of your main tasks is to learn how to instruct students in a way that meets their specific learning styles. Your ability to adapt your instruction to meet individual student needs will help minimize the over-identification of learning disabilities.

A clear difference exists between a student who has a learning disability and a student who struggles to understand the lesson content based on how the teacher facilitates instruction. Effective special educators have multiple strategies they can use to help support learning for all students, especially those with learning disabilities and learning deficits.

In this unit, you will learn about the differences between a learning style, a learning deficit, and a learning disability. You will learn how to apply successful strategies to support student learning. You will also examine and evaluate the steps taken for your chosen student that led to the identification of disabilities. And, last, you will learn what a successful IEP goal is and how it can promote learning success.

To facilitate your learning, you will use the Capella University Library this week to conduct research on these topics. You will then share what you learned in discussion posts and assignments in this unit and future ones. You will find specific information on the research you need to conduct in this unit's studies.

Learning Activities

u04s1 - Studies

Readings

Use your textbook *Assessment in Special Education* by Pierangelo and Giuliani to complete the following:

- Read Chapter 16, "Determining Whether a Disability Exists: Eligibility Criteria," pages 221–240.
  - ◦ This chapter provides an extensive review of all disabilities. It also outlines the specific steps special education professionals need to take to determine whether a prevailing condition exists.

Article Search

Use the Capella University Library and ED5706 Course Research Guide to search for current journal articles (published within the last five years) on these topics:

- Successful instructional strategies for students with learning disabilities.
- Successful IEP goal writing.

In addition, use the Capella University Library to search for current journal articles on **one** of these topics:

- Overidentification of students with disabilities.
- Differences between students with learning disabilities and struggling learners.

You will use the information you researched in one of this week's discussion posts and in assignments due in later units during the quarter.

Alternate topics: With your instructor's **prior** approval, you may research alternate topics.

u04s1 - Learning Components

- Evaluate multiple strategies that support student learning.
- Identify the learning disability identification steps.
- Differentiate between a learning disability and a learning deficit.
- Identify instructional designs that support an inclusive classroom.
- Interpret the parts of the IEP.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.
- Recognize IEP components.

u04a1 - Administer Curriculum-Based Measurement (CBM) and Report Results

Assignment Description

For this assignment, you will administer CBM to your chosen student. You will score and interpret the results and then write a report that relays these results. You will want to conduct this assessment a minimum of four times.

Note: You may consult the Writing Feedback Tool for information on writing.

Assignment Instructions

Complete these steps for this assignment:

1. **Choose or create a probe, or protocol, for your student's grade level and target skill**. You may choose any subject area; however, probes are more common in areas such as mathematics, reading, and writing. Please choose or create your probe from your student's current curriculum.
2. **Select the frequency and interval for conducting your probe**. For example, you might want to conduct your probe once a day for a week. Sometimes teachers create twice daily, daily, twice weekly, weekly, or monthly probes. You must conduct your probe a minimum of four times for this assignment.
3. **Create a graph showing your probe results**. Use Microsoft Word, PowerPoint, or any similar software. Microsoft Word and PowerPoint offer simple, easy-to-use, and visually appealing graphics.
   - **Note:** Remember to remove any identifying information about your selected student.
4. **Use the information from your graph and summarize what the results mean to your instructional strategy and your student's goals**.
5. **Review the complete scoring guide for this assignment**: Administer CBM and report results.
6. **Submit to the assignment area your completed 1–2-page paper, including your graph, in APA format**.
7. **Add your assignment to your ePortfolio**. The Online ePortfolio Guidelines provide information about how to add artifacts to your ePortfolio. You will find these guidelines under Resources.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing.

Course Resources

ePortfolio

APA Style and Format

Online ePortfolio Guidelines

Writing Feedback Tool

u04d1 - Accurately Diagnosing Disabilities

Accurately diagnosing a suspected disability is the main purpose of the assessment during the special education identification process. Evaluating the collected assessment data and other relevant information is the determining factor behind appropriate disability identification. Special educators need to be able to perform **all** of these tasks:

- Recognize a suspected disability's primary indicators.
- Collect and interpret critical data.
- Work with the multidisciplinary team to implement placement and instructional decisions based on all information collected about the student.

In this week's reading, you examined the most common disability categories present in schools. These are called high-prevalence disabilities. Learning disabilities fall into this category. In fact, they are the most common type of disability found in schools today.

For this discussion post, please refer to Chapter 16 of your textbook, *Assessment in Special Education*. Describe the conditions a child with a learning disability may present. Compare these conditions to the conditions of another disability covered in this chapter. Be sure to address all of these questions in your post:

- How similar are the identification steps for the two disability types? If they are different, how so?
- What instructional strategies could you apply in the classroom that could potentially benefit both students even though they have different disabilities?
- What characteristics are present with a student with learning disabilities? What strategies could you use if a student has more than one prevailing condition?
- What types of learning goals does the special educator need to write for students with learning disabilities? How similar or different are these goals from ones you would write for a student with another type of disability?

Response Guidelines

Respond to a minimum of two peers, being sure to address these points:

- What strategies did your peers identify that might benefit your students? Be sure to consider learners with coexisting disabilities.
- Why do you think these strategies might work with your students?
- What are the challenges that you might encounter?
- What are the questions you have about the strategies that your peers described?

Course Resources

Graduate Discussion Participation Scoring Guide

Assessment in Special Education: A Practical Approach

u04d1 - Learning Components

- Evaluate multiple strategies that support student learning.
- Identify the learning disability identification steps.
- Identify accommodations for a specific IEP goal.
- Differentiate between a learning disability and a learning deficit.
- Identify modifications for a specific IEP goal.
- Identify instructional designs that support an inclusive classroom.
- Interpret the parts of the IEP.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.
- Recognize IEP components.

u04d2 - Special Education Research

The special education field conducts extensive educational research. Many new ideas about assessment and instructional strategies come from these researchers working to refine how special educators can adjust their instruction to allow students with disabilities to learn alongside their nondisabled peers.

Another research area focuses on the way special educators view disability and determine whether a student has one. Best-in-class special educators strive to stay current on the latest research in this ever-changing field.

One of the studies for this unit required you to use the Capella Library to find a journal article on these topics:

- Successful instructional strategies for learning disabled students.
- Successful IEP goal writing.

You also examined journal articles on **one** of these topics:

- Overidentification of students with disabilities.
- Differences between students with learning disabilities and struggling learners.

In your post, describe the key factors you learned from your research. Also explain what information will be most useful to you in your work with students with disabilities.

Alternate Topics: If you elected to research alternate topics with your instructor's prior approval, describe in your post the key factors you learned from your research. Also explain what information will be most useful to you in your work with students with disabilities.

Response Guidelines

Respond to a minimum of two peers. What did you find most beneficial from your peers' research? How will this information you learned from your peers enhance your work with students with disabilities?

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

u04d2 - Learning Components

- Evaluate multiple strategies that support student learning.
- Identify the learning disability identification steps.
- Identify accommodations for a specific IEP goal.
- Differentiate between a learning disability and a learning deficit.
- Identify modifications for a specific IEP goal.
- Identify instructional designs that support an inclusive classroom.
- Interpret the parts of the IEP.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.
- Recognize IEP components.

Unit 5 ≫ Supporting the Student With Learning Disabilities in the Classroom

Introduction

The overall learning disability identification process and the IEP team's contributions to that process are vital parts of providing an appropriate education to students with learning disabilities. Employing teachers to execute and facilitate the IEP is another key aspect to providing students with learning disabilities an appropriate education.

Special educators, along with their general education colleagues, need to work together to create and implement high-quality instruction for students with learning disabilities. Based on assessments and established IEP goals, teachers are responsible to ensure students are able to progress in grade-level standards and in the general education curriculum.

Today, schools strive to educate students with learning disabilities within the general educational setting. Teachers need to work closely together to effectively facilitate this inclusive practice. Collaboration skills are one key to success in this area. Another key to success is the ability to incorporate into their teaching multiple instructional strategies designed to better support students' learning needs.

Your studies and one of your discussion questions for this unit require you to access the Capella Library and research these topics:

- Teacher collaboration.
- Instructional strategies.
- Inclusive classrooms.
- Instructional design for students with specific learning needs.
- Technology use in the classroom that supports student learning.

Happy researching!

Learning Activities

u05s1 - Studies

Article Search

Use the Capella University Library and ED5706 Course Research Guide to search for current journal articles (published within the last five years) on **all** of these topics:

- Teacher collaboration.
- Instructional strategies.
- Inclusive classrooms.
- Designing instruction for students with specific learning needs.
- Technology use in the classroom to support student learning.

You will use what you learned from your research in upcoming discussions and assignments.

u05s1 - Learning Components

- Evaluate multiple strategies that support student learning.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Identify instructional designs that support an inclusive classroom.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.

u05s2 - Assignment Preparation

Assignment Preparation

Your third course project assignment is due next week. This assignment will ask you to dive deeply into the learning disability identification process. You will begin by mapping out the steps in this process. Next, you will apply what you have learned about the process to your student. You will note the specific assessments that your student's multidisciplinary team used to determine whether a learning disability or a learning deficit exists. You will consider your student's IEP goals. Finally, you will make recommendations about the instructional strategies that will best support your student's learning. You will end your narrative by analyzing how effectively the student's team of practitioners adhered to the identification process.

If you have not already done so:

- Familiarize yourself with the specific assignment instructions in Unit 6.
- Access the Council for Exceptional Children (CEC) website and look for information about the steps in the learning disability identification process. The CEC, dedicated to the education and overall advancement of children with disabilities, will serve as a valuable resource to you as you pursue your professional goals in special education. CEC's goal is to provide professional development opportunities for special educators, create and maintain professional standards, and advocate for children with exceptional needs.
- Begin collecting existing assessment information about your student and his or her IEP goals.
- Start analyzing the information you have collected and begin drafting your three- to five-page report of your findings and recommendations.
- Access the Writing Feedback Tool for helpful writing information.

u05s2 - Learning Components

- Evaluate multiple strategies that support student learning.
- Identify the learning disability identification steps.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Analyze various achievement tests, including their purpose.
- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate achievement testing's strengths and weaknesses.
- Differentiate between a learning disability and a learning deficit.
- Evaluate IQ testing's strengths and weaknesses.
- Identify instructional designs that support an inclusive classroom.
- Interpret achievement test scores.

- Identify multiple learning strategies, including technology, that support students with learning disabilities.
- Determine adherence to the learning disability identification process for a student.

u05d1 - Teacher Collaboration, Multiple Teaching Strategies, and Instructional Design

Educational research shows teacher collaboration increases teacher effectiveness and student performance. Not all teachers, however, have experienced successful collaboration experiences. Teachers tend to have mixed perspectives on the benefits of collaboration. Some find it beneficial; others not so much. The following factors contribute to more productive relationships:

- Time to collaborate.
- Shared responsibility.
- Employment of multiple teaching strategies.
- Overall lesson design that promotes student learning.

This week's studies required you to access the Capella Library and research specific topics, primarily on teacher collaboration, multiple teaching strategies, and instructional design. Although these may appear to be isolated topics, they really work in concert with each other. The presence of some of these factors without others can minimize successful instructional delivery.

For this post, write a narrative in which you elaborate on a minimum of two key concepts for each topic. Be sure your narrative explains how these concepts work together to promote successful collaboration among teachers in an inclusive classroom. Do **not** simply identify key concepts for each topic. You must tie them together to show how a collaborative teaching team could apply the strategies to their classroom instruction.

Response Guidelines

Respond to a minimum of two of your peers. Enhance their posts by adding to them some of what you have learned from your reading.

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

u05d1 - Learning Components

- Evaluate multiple strategies that support student learning.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Identify instructional designs that support an inclusive classroom.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.

u05d2 - Collaborative Lesson Plans

In this unit's first discussion, you wrote a post about some topics that lead to successful collaboration between special and general education teachers. Share with your peers a reading, mathematics, or writing lesson you developed as part of your teaching that demonstrates successful collaboration with your teaching colleagues. Be sure your lesson contains **at least one** strategy to support a student with learning disabilities. You do **not** need to create this lesson; you may use one you have already developed in your current practice.

Response Guidelines

For this discussion, you do **not** need to respond to your fellow learners' posts.

Course Resources

Graduate Discussion Participation Scoring Guide

- Evaluate multiple strategies that support student learning.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Identify instructional designs that support an inclusive classroom.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.

Unit 6 ›› Accommodations, Modifications, and the IEP

Introduction

In Unit 5, you identified instructional strategies to support classroom learning. Specifically, you examined strategies to support a student with learning disabilities within the general classroom. The IEP team and the special educator's roles are to determine the accommodations and modifications a student needs to be able to learn. Accommodations and modifications are critical when determining the student's specific learning goals.

Often people use the terms accommodations and modifications interchangeably. In fact, they have very different meanings. **Accommodations** change how a student learns the material. **Modifications** change what a student is taught or is expected to learn. Some examples will help clarify these terms.

Accommodations

- A student may use an audio recording to support his or her inability to read the material at grade level. This student is still operating within the same curriculum but has a support to be able to facilitate learning the material.

Modifications

- Students who are reading well below grade level may have a different reading assignment that is similar to but not necessarily the same as that of their grade-level peers. This is a curriculum modification.

As you learn more about the IEP in this unit and in the following ones, you will see that goals, accommodations, and modifications are the heart of this legal document. This week's reading focuses on all parts of the IEP. Specifically, it emphasizes accommodations and modifications. Later in the quarter, you will write two IEP goals for your student. As part of this process, you will need to be able to include appropriate modifications and accommodations for your student.

Learning Activities

u06s1 - Studies

Readings

Use your textbook *Assessment in Special Education* by Pierangelo and Giuliani to complete the following:

- Read Chapter 19, "Development of the IEP," pages 277–298.
  ◦ In this chapter, you will learn about the IEP's purpose, its components, and how to interpret all parts of the IEP.

u06s1 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.

u06a1 - Identifying Students With Learning Disabilities

Assignment Description

As a special educator, you will be asked to help identify or support a student with learning disabilities. In your previous assignments, readings, and discussions, you learned about assessments and the different parts of an IEP. You also learned how to:

- Collect data within the pre-referral and referral stage.

- Conduct an assessment.
- Adjust your instruction based on assessment outcomes.

Now that you have been introduced to the IEP process, you need to familiarize yourself with the process for developing an IEP for a student with a learning disability—the most frequently occurring type of disability.

Note: You may consult the Writing Feedback Tool for information on writing.

Assignment Instructions

For this assignment, please complete these steps:

1. **Create a concept map or flow chart that shows the steps in the learning disability identification process.** You will find information about the learning disability identification steps on the Council for Exceptional Children Web site. Be sure to label each step in the process on your content map. Microsoft Word and PowerPoint offer simple, easy-to-use, and visually appealing graphics. Feel free to explore other concept mapping tools if you wish.
2. **Draw from the steps in your concept map and prepare a 3–5 page narrative that elaborates on each step in the process of identifying learning disabilities.** Be sure to include information you have collected in previous assignments. You will want to make sure to be as specific as possible in your narrative. Instead of using general terms such as key stakeholders, state exactly who these stakeholders are for your student. When describing assessments, include the exact name of the assessment and specify its intent.
   - **Note:** Remember to remove any identifying information about your selected student.

3. **Describe the learning disability identification steps and address all of the following in your narrative:**
   - Differentiate a learning disability from a learning deficit.
   - Define dyslexia, dyscalculia, and dysgraphia.
   - Identify the specific assessments used to verify the existence of a learning disability.
   - Provide your student's current IEP goals.
   - Recommend multiple evidence-based strategies to support learning disabled students within the classroom.
   - Evaluate how effectively the learning disability identification process was followed with your student.

4. **Review the complete scoring guide for this assignment:** Identifying Students With Disabilities.
5. **Submit to the assignment area your completed Identifying Students with Learning Disabilities paper in APA format.** Be sure to include a reference page.
6. **Add your assignment to your ePortfolio.** The Online ePortfolio Guidelines provide information about how to add artifacts to your ePortfolio. You will find these guidelines under Resources.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing.

Course Resources

APA Style and Format

ePortfolio

Council for Exceptional Children

Online ePortfolio Guidelines

Writing Feedback Tool

u06d1 - The IEP

Your textbook suggests that the IEP is the map or blueprint that leads to a student with disabilities attaining educational success. This written plan, which serves as the binding document for the entire assessment process, describes the student's goals and the setting in which the student will learn.

According to Chapter 19 in your *Assessment in Special Education* text, the IEP consists of five sections. For this discussion, **briefly** describe each of the IEP's five parts. In your description, please state what you believe is the IEP's intended purpose.

Response Guidelines

Respond to a minimum of two peers. Enhance their contribution to this discussion by offering additional information you have learned about the IEP from your readings and experience.

Course Resources

Graduate Discussion Participation Scoring Guide

Assessment in Special Education: A Practical Approach

u06d1 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.

u06d2 - Modifications and Accommodations

For this discussion, provide examples of three modifications and three accommodations you would select for your student. For example, your student may have a skill deficit in reading. What are three accommodations you might recommend? What three modifications would you recommend to enhance your student's learning process? In your post, be sure to provide the rationale for your choices. You may choose to do a side-by-side comparison within a chart or you may provide this information in narrative format.

Response Guidelines

Respond to a minimum of two peers. Support their accommodations and modifications choices with content you have learned in your readings and experiences. Also offer additional suggestions for their consideration.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

Unit 7 ➤➤ Assessment of Intelligence

Introduction

In the previous unit, you learned about IEP writing. You also learned that preparing a learning plan that supports a student with learning disabilities depends on the IEP team's knowledge of the student and his or her learning capabilities. IEP teams that are successful at gaining this in-depth knowledge of students diligently adhere to all the steps in the learning disability identification process. As you have learned, this is a detailed process with many parts. Assessment is one major and critical part of this process, and the intelligence test is a key assessment IEP teams use to gather information about the student.

The IQ test's overall goal is to garner an approximation of a person's intellectual potential. It provides information about how effectively someone processes and retrieves information. IQ test scores can provide indicators of the ability to recall information, engage in sequential thinking, and distinguish between relevant and irrelevant details.

In the past, the learning disability identification process relied solely on comparing students' intelligence and achievement test scores. Known as the discrepancy model, the range between intellectual potential and performance level determined a learning disability identification.

The IQ test is still a valuable tool to assess students and determine their intellectual abilities. Today, greater recognition exists about factors that can adversely affect intelligence test scores. Economic, social, and cultural considerations can result in bias toward certain test takers.

The goal of this week's unit is to acquaint you with intellectual assessment and the role it plays in identifying learning disabilities.

Learning Activities

u07s1 - Studies

Readings

Use your textbook *Assessment in Special Education: A Practical Approach* by Pierangelo and Giuliani to complete the following:

- Read Chapter 10, "Assessment of Intelligence," pages 135–146.
  - In this week's reading, you will learn about IQ testing's purpose, importance, and role in special education. You will also study the different types of intelligence tests available for special educators' use.

Use the Capella University Library to complete the following:

- Read Nisbett, R. E. (2014). What teachers need to know about IQ. *Education Digest*, *79*(7), 4–14.
  - This article provides a basic understanding of IQ testing, including its purpose. You will also learn how the test has changed since its inception.

u07s1 - Learning Components

- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate IQ testing's strengths and weaknesses.

u07d1 - Intelligence Tests

School districts use a variety of intelligence tests, primarily based on preference. School officials weigh the strengths and weaknesses of each test used. Briefly summarize at least two of the intelligence tests school systems use most often. Be sure to provide the rationale behind the use of these particular intelligence tests.

Response Guidelines

Respond to a minimum of two peers. These peers need to have summarized one intelligence test different from the ones you described. What did you learn from their summaries? What is a question you still have about the intelligence tests they selected for their post?

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate IQ testing's strengths and weaknesses.

u07d2 - Interpreting IQ Scores

Accurate interpretation of IQ tests can help with the following tasks:

- Substantiate a diagnosis.
- Determine student learning styles.

- Determine a learning disability classification.
- Prepare an IEP.

Intelligence test scores, however, can also be misleading. They do not always take into consideration students' economic, social, and cultural backgrounds. In this post, provide key points about each of these topics:

- IQ testing's purpose.
- IQ testing's strengths and weaknesses in light of students' backgrounds.
- Interpretation of IQ scores.

Response Guidelines

Respond to a least two peers. Comment on what you found valuable in their postings. Share any relevant experience you have with IQ testing in special education.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Analyze the use of IQ testing for specific learning disabilities.
- Evaluate IQ testing's strengths and weaknesses.

Unit 8 ≫ Achievement Tests

Introduction

In the previous units, you learned that the learning disability identification process has multiple steps. You learned federal and state requirements mandate a number of these steps. Also, you discovered that the RtI model includes assessments and strategies to help special education professionals determine whether a student needs special education services or simply a different instructional approach.

Of all the different subjects you examined this quarter, achievement testing may be the most valuable to you as an IEP team member and instructor. Unlike IQ testing, the special education teacher usually administers or oversees the administration of these tests. Individual achievement tests, as opposed to group tests, are the most preferred student performance measure. Special educators often use achievement tests with learning disabled students to assess reading, spelling, writing, mathematics, and overall comprehensive achievement.

In this unit, you will study achievement testing in reading, spelling, writing, mathematics, and comprehensive achievement. You will examine the administration and scoring of specific achievement tests. You will also learn why a student may benefit from some tests over others.

Learning Activities

u08s1 - Studies

Readings

Use your textbook *Assessment in Special Education: A Practical Approach* by Pierangelo and Giuliani to complete the following:

- Read Chapter 9, "Assessment of Academic Achievement," pages 107–134.
  - Assessment of academic achievement in special education is this chapter's focus. Specifically, you will learn about achievement testing's purpose and role in special education. You will also examine the achievement tests available to special educators in reading, spelling, writing, and mathematics. You will also consider comprehensive achievement tests.

u08s1 - Learning Components

- Analyze various achievement tests, including their purpose.
- Evaluate achievement testing's strengths and weaknesses.

- Interpret achievement test scores.

u08s2 - Assignment Preparation

Assignment Preparation

Your fourth assignment in your course project is due next week. This assignment will ask you to apply to your student all that you have learned so far in the quarter about IEP goals. You will be asked to develop two annual IEP goals for your student. They can be for any subject, such as reading, mathematics, or writing. In addition, these goals will need to be specific, measurable, achievable, relevant, and time limited (SMART). They will also need to include appropriate accommodations, modifications, and annual and benchmark goals. Your narrative needs to be detailed and specific enough for your instructor to see how you arrived at your student's goals, accommodations, modifications, and benchmarks.

 If you have not already done so:

- Familiarize yourself with the specific assignment instructions in Unit 9.
- Review your previous assignments for insight into what you want your student's IEP goals to be.
- Begin drafting your student's IEP goals.
- Access the Writing Feedback Tool for helpful writing information.

u08s2 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify IDEA 2004 core changes relating to the IEP.
- Identify IDEA changes affecting goal writing, specifically in terms of progress in the general education curriculum.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

u08d1 - Achievement Tests

Chapter 9 of your textbook, *Assessment in Special Education*, addresses in-depth multiple types of achievement tests. Select **two** achievement tests and answer these questions:

- What is the purpose of these achievement tests (for example, reading test)?
- How would you describe these tests?
- For which grade level are these tests appropriate?
- How much administration time do these tests require?
- What subtests are included within the achievement tests?
- How do you administer and score these assessments?

Response Guidelines

Respond to a least two peers. Select peers who wrote about different achievement tests than you did. What did you learn from their posts that you did not know before? How will you use the information they posted in your work with students?

Course Resources

Graduate Discussion Participation Scoring Guide

Assessment in Special Education: A Practical Approach

u08d1 - Learning Components

- Analyze various achievement tests, including their purpose.
- Evaluate achievement testing's strengths and weaknesses.
- Interpret achievement test scores.

u08d2 - Using Achievement Tests in Special Education

Standardized achievement tests often help special educators determine whether a learning disability exists. Achievement tests also play a role in the RtI process and in IEP development. As you learned in Unit 7, they also help special educators differentiate between student performance and ability issues. In this post, answer these questions:

- How would you use achievement scores within the RtI process?
- How would you use these scores in IEP development?
- What does it mean to say a discrepancy exists between student performance and ability?

Be sure to illustrate your answers with details and examples from your experience of working with students.

Response Guidelines

Respond to a least two peers, commenting on the following:

- What usage ideas did they include that you had not considered before?
- Which ones would you like to try in your work with students?
- What suggestion would you like to offer about their usage of achievement tests?
- What question do you still have about their posts?
- What similarities and differences exist in their experiences and yours with regard to discrepancies between student performance and ability?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Analyze various achievement tests, including their purpose.
- Evaluate achievement testing's strengths and weaknesses.
- Differentiate between a learning disability and a learning deficit.
- Identify the role of RtI and its steps within the disability identification process.
- Interpret achievement test scores.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

Unit 9 ≫ IDEA's Impact on the IEP

Introduction

The Individuals With Disabilities Education Act (IDEA) has initiated many changes to ensure that all children receive free, equitable, appropriate education and one that provides for accountability. In 2004, IDEA legislation modified the original 1990 law. As you have learned this quarter, many aspects of IEP development remain the same. At the same time, IDEA 2004 changed the IEP development process. In 2006, additional changes impacted IEP development.

As an IEP member and a special education professional, you need to be knowledgeable about these changes and their impact on the IEP process. Understanding the impetus behind these changes will help you to better serve your students with learning disabilities. As an example, many schools adopted RtI to address the 2006 modification to the law.

You will explore more of these changes and learn about their impacts on the IEP writing process in this week's discussion posts and in your assignment due this week.

Learning Activities

u09s1 - Studies

Readings

Use your textbook *Assessment in Special Education: A Practical Approach* by Pierangelo and Giuliani to complete the following:

- Read Chapter 19, "Development of an IEP," pages 286–287.

Note: You only need to read the section within the chapter on measurable goals. This reading will help you recognize the purpose and characteristics of a good goal. This information will help you complete the assignment due this week and one of the Unit 9 discussion posts.

Article Search

Use the Capella University Library and ED5706 Course Research Guide to search for **two** current journal articles (published within the last five years) on amendments to IDEA 2004 pertaining to IEP development.

You will use the information you learned from your research in the assignment due this week that requires you to write two IEP goals for your student. You will also use it in one of this unit's discussion posts. Specifically, you will be asked to describe a minimum of **three** changes to IEP development that resulted from IDEA 2004.

Good luck with your research!

u09s1 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify IDEA 2004 core changes relating to the IEP.
- Identify IDEA changes affecting goal writing, specifically in terms of progress in the general education curriculum.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

u09s2 - Assignment Preparation

Assignment Preparation

It is now time for your fifth and final course project assignment. For this assignment, you will be pulling it all together and reflecting on what you learned over the quarter about assessment, placement, and planning for students with learning disabilities. You will start your preparation for this assignment by examining all the assignments you completed in Units 3, 4, 6, and 9. After that, your task is to highlight important points you have gleaned over the quarter about how to best support the learning needs of students with disabilities.

If you have not already done so:

- Familiarize yourself with the specific assignment instructions in Unit 10.
- Begin reviewing all your previous assignments, highlighting the information you found most valuable.
- Start drafting your four- to five-page reflection paper.
- Access the Writing Feedback Tool for helpful writing information.

Congratulations on a job well done! Best wishes as you continue the journey of working with students with disabilities.

u09s2 - Learning Components

- Analyze the referral and monitoring process for strengths and limitations.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Analyze the strengths and limitations of the disability identification process.
- Analyze strengths and limitations in the IEP's ability to meet a child's specific learning needs.

u09a1 - IEP Development

Assignment Description

For this assignment, you will create two annual IEP goals for your student. For example: "By May 2017, Bobby will be able to read a 4th grade reading passage and complete comprehension questions from this passage with an 80% accuracy rate."

Goals are the IEP team's plan for what a student needs to achieve to progress in school. These goals, together with accommodations and modifications, allow students receiving special education support and services to access grade-level curriculum and state standards.

IEP goals have very specific components. These include:

- **S**pecific.
- **M**easurable.
- **A**chievable.
- **R**elevant.
- **T**ime Limited (For example, 36 weeks or a specific date).

For each goal, you will also want to be sure to:

- Specify appropriate accommodations and modifications.
- Include annual and benchmark goals. For our annual goal example: "By May 2017, Bobby will be able to read a 4th grade reading passage and complete comprehension questions from this passage with an 80% accuracy rate," appropriate benchmarks might be:
    - By October 2016 . . . with a 40% accuracy rate.
    - By December 2016 . . . with a 50% accuracy rate.
    - By February 2017 with a 60% accuracy rate.
    - By April 2017 . . . with a 70% accuracy rate.
    - Retest in May for annual goal.

To create an appropriate goal, you may draw on any or all of the assignments you previously completed. In addition, you may choose from any subject (for example, reading, math, and writing).

Assignment Instructions

Write a 1–2 page narrative according to the following steps:

1. **Create two IEP SMART goals for your student along with appropriate accommodations and modifications and annual and benchmark goals**.
    - **Note:**
        - You may consult the Writing Feedback Tool for information on writing.
        - Remember to remove any identifying information about your selected student.
2. **Review the complete scoring guide for this assignment:** IEP Development.
3. **Submit to the assignment area your 1–2 page narrative describing your two SMART IEP goals**. Be sure your assignment conforms to APA format.
4. **Add your assignment to your ePortfolio.** Consult the Online ePortfolio Guidelines for additional information about how to add artifacts to your ePortfolio.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing.

Course Resources

APA Style and Format

ePortfolio

Writing Feedback Tool

Online ePortfolio Guidelines

u09d1 - IDEA 2004's Effect on IEP Development

Your textbook provided an explanation about how IEP development has changed since 1990. Though many aspects of IEP development remain the same, IDEA 2004 legislation dictated some changes to the goal writing process. These modifications to the 1990 law enable special education professionals to better serve their students. One of the studies for this unit required you to access the Capella University Library and research a minimum of **two** journal articles on the changes that affect IEP development as a result of IDEA 2004. Please address these questions in your discussion post:

- What were the major tenets of the original 1990 law?
- What were at least three changes to IEP development that resulted from IDEA 2004? Example: Students' academic achievement and functional performance must now show how they can make progress in the general classroom curriculum.

Note:

You need to:

- Research a minimum of **two** articles on the changes to IEP development that resulted from IDEA 2004.
- Based on your research, describe a minimum of **three** changes to IEP development that resulted from IDEA 2004.

Response Guidelines

Respond to a minimum of two peers. What similarities did you discover between your peer's findings and your own? What differences did you uncover? What did you learn that you did not know before from reading your peers' posts?

Course Resources

Graduate Discussion Participation Scoring Guide

Assessment in Special Education: A Practical Approach

Capella University Library

u09d1 - Learning Components

- Identify IDEA 2004 core changes relating to the IEP.
- Identify IDEA changes affecting goal writing, specifically in terms of progress in the general education curriculum.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

u09d2 - Measurable and Attainable IEP Goals

You have learned throughout this quarter that goal writing is the heart of the IEP. One change to IEP development that resulted from IDEA 2004 is that benchmark goals are no longer needed unless the child is measured on alternative assessments aligned with alternative standards. At the same time, goals must still be measurable and attainable. They must also show how the child can **make** progress in the general education curriculum. Based on your chapter reading and Capella University Library article search, answer the following questions:

- What does measurable and attainable mean?
- How do special education professionals report students' progress toward their IEP goals?
- Why is progress in the general education setting central to students' IEPs?
- How has this requirement changed the provision of special education services?

Response Guidelines

Respond to a minimum of two peers. Focus your commentary around these prompts:

- What is something you **learned** from reading your peer's posts?
- What is something that **surprised** you in their posts?
- What is something you still have a **question** about from reading their posts?
- What is something you will **do differently** in your work with students as a result of reading their posts?

Course Resources

u09d2 - Learning Components

- Identify accommodations for a specific IEP goal.
- Identify IDEA 2004 core changes relating to the IEP.
- Identify IDEA changes affecting goal writing, specifically in terms of progress in the general education curriculum.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Recognize IEP components.
- Write effective IEP goals.

Unit 10 ≫ Reflection on Assessment and Planning for Students With Disabilities

Introduction

Assessment enables special education professionals to determine whether a child has a potential learning problem or a learning disability. You learned in this quarter that in addition to the early intervention process, schools must take certain steps when identifying whether a student has a potential learning disability. School districts use a multidisciplinary team to execute these steps in a timely manner.

You also examined the different assessment types and the advantages and disadvantages of each. Finally, you explored how the IEP development process has changed over time and how vital this contract is to a child's success in the general education curriculum.

This week you will access the Capella University Library one more time this quarter to research intervention assessments and strategies. Individuals can use these approaches to support a child with a suspected learning deficit or learning disability until an appropriate determination can occur.

Congratulations on making it through to the end of the quarter!

Learning Activities

u10s1 - Studies

Article Search

Use the Capella University Library and ED5706 Course Research Guide to search for an article to study on potential special education intervention assessments and strategies. The purpose of these intervention approaches is to help others support a student experiencing a learning problem until it can be determined whether a learning disability or a learning deficit exists. These intervention assessments or strategies need to be appropriate to share with a general education teaching colleague.

You will be using the information you researched in your final discussion post of the quarter.

u10s1 - Learning Components

- Evaluate multiple strategies that support student learning.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Identify instructional designs that support an inclusive classroom.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.

u10a1 - Final Comprehensive Report

Assignment Description

For this assignment, you will prepare a four- to five-page comprehensive report combining information from the assignments you completed throughout the course. Do not resubmit these assignments in their entirety. Instead, provide an overview or summary of the key components of these topics and reflect on what you learned about them during the quarter:

1. The referral and monitoring process.
2. Identifying a student with learning disabilities.
3. The IEP development process, including benchmarks, accommodations, and modifications.

Assignment Instructions

1. **Write a four- to five-page paper that summarizes the major parts of the special education assessment and planning process**. Your paper must address all of the following:
   ◦ The referral and monitoring process.
   ◦ The process for identifying a student with learning disabilities.
   ◦ The IEP development process.

2. **Review the complete scoring guide for this assignment:** Final Comprehensive Report.
3. **Submit to the assignment area your 4–5 page paper summarizing the major parts of the special education assessment process**. Be sure your paper conforms to APA format. Also include a reference page.
4. **Add your assignment to your ePortfolio**. Consult the Online ePortfolio Guidelines for additional information about how to add artifacts to your ePortfolio.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing.

Course Resources

APA Style and Format

ePortfolio

Writing Feedback Tool

Online ePortfolio Guidelines

u10d1 - Early Prevention and Intervention

Reflect on the following statement. When working with any child with special needs, special education teachers apply early prevention and intervention principles to all phases of their work, including:

- Referral.
- Assessment.
- Evaluation.
- Individualized planning.
- Programming.
- Placement.

In this discussion post, answer all of these questions:

- What new skills, knowledge, and perspectives have you obtained relating to the above statement?
- What did you learn about the entire special education process and its purpose in terms of the child, the family, and the law?
- In what new areas would you like to expand your knowledge?
- Why is it important to integrate multiple sources of data in the IEP development process?

Response Guidelines

No response required for this post.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Explain the referral process for a student with suspected disabilities, including the team members involved in the process along with their purpose and role.
- Evaluate multiple strategies that support student learning.
- Identify the learning disability identification steps.
- Analyze the referral and monitoring process for strengths and limitations.
- Evaluate student performance on the CBM target skill.
- Identify accommodations for a specific IEP goal.
- Explain the purpose of assessment along with associated definitions in the disability identification process.
- Evaluate achievement testing's strengths and weaknesses.
- Recognize CBM steps.
- Differentiate between a learning disability and a learning deficit.
- Analyze the strengths and limitations of the disability identification process.
- Identify the role of RtI and its steps within the disability identification process.
- Evaluate IQ testing's strengths and weaknesses.
- Identify modifications for a specific IEP goal.
- Interpret the parts of the IEP.
- Analyze strengths and limitations in the IEP's ability to meet a child's specific learning needs.
- Recognize IEP components.
- Write effective IEP goals.
- Determine adherence to the learning disability identification process for a student.

u10d2 - Supportive Assessments and Strategies

Often, special education teachers are the first professionals that families or general education teachers seek out when they suspect a child may have a learning disability. This quarter, you learned that special education professionals need to follow specific steps within a defined process when people suspect a learning problem exists. In the meantime, multiple strategies or interventions exist that these individuals can implement to support a child experiencing a learning difficulty. Parents and fellow general education colleagues can use these ideas to support the child until the multidisciplinary team can ascertain whether a learning disability or learning difficulty exists.

The studies for this unit required you to access the Capella University Library and select an article to study on potential special education intervention assessments and strategies. In this discussion post, describe one of the assessments or strategies you learned about that would be appropriate to share with a general education teacher. In addition to describing the assessment or strategy, be sure to provide the rationale for your choice.

Response Guidelines

Respond to a minimum of two peers. Indicate what you found valuable about their choices. Also, specify how you might implement the ideas in your work with students. What is a question or concern you have about the choices of assessment or strategy?

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

u10d2 - Learning Components

- Evaluate multiple strategies that support student learning.
- Describe the teacher collaboration attributes that help to create an inclusive classroom.
- Identify instructional designs that support an inclusive classroom.
- Identify multiple learning strategies, including technology, that support students with learning disabilities.